

We all know that we make a big difference in kids' learning and lives; however, the reform movement asks, rightly, that educators provide evidence of the difference that we make. For this part of your portfolio, you are to provide student-based evidence that you have made a difference in students' learning.

Evidence could consist of:

- graphic representation of pre- and post test results
- on-going assessment measures (like the fluency measures that some of you are doing)
- evaluated samples of student work (perhaps writing samples evaluated in terms of 1-6 traits and a post instruction set of samples evaluated on the same 1-6 traits).

This evidence can be gathered from one group of students' work (like a reading group), the entire class, or if you are in middle school or junior high from one period's students. **THE EVIDENCE SHOULD NOT BE FROM ONLY ONE OR TWO STUDENTS UNLESS THIS HAS BEEN DISCUSSED IN ADVANCE.**

The section of your portfolio on Positive Impact should include:

- A. a short description of the instruction. This might include a lesson plan.
- B. a couple of sentences (short paragraph) describing students knowledge or skills prior to instruction.
- C. a short paragraph describing the students' knowledge or skills post instruction.
- D. a graphic presentation of the data (evidence)
- E. examples of students' work (evidence)
- F. examples of how students have articulated learning targets, explained own progress toward learning targets, and explained how they were able to access resources to help them progress toward the learning targets. You are required to give student evidence that includes formative assessment rubrics of steps (task analysis) needed to reach learning targets, student graphing of their progress toward meeting learning targets, and intern explanation of assessments (interviews, performance assessments, questioning, portfolios) used for students to judge and explain their own progress toward learning targets. You may use the BAM II Student Voice Tool [TEDUC 538/ TEDSP 544] to assist you in this component.

You should plan your positive impact project early in winter quarter. Start with a description of the plan and then you might collect data until May.

Your positive impact exemplars are part of your portfolio. The entire portfolio will be shared with the Professional Education Advisory Board after you have completed student teaching.